Management 100: Leadership and Communication in Groups
The Wharton School, University of Pennsylvania
Professors Greenhalgh and Newberry
Spring 2015

"Leadership is at its best when the vision is strategic, the voice persuasive, the results tangible"
Michael Useem, The Leadership Moment

Course Description

Objective: Through the process of action, reflection, experimentation, and application, Management 100 aims to develop your leadership, teamwork, and communication skills. The course provides many occasions to strengthen your ability to exercise leadership through service, to speak persuasively, and to work collaboratively with a diverse group of individuals. Over the course of the semester, you will acquire a heightened sense of your individual strengths and opportunities for growth through feedback (or "feedforward," forward-looking, constructive coaching).

Research Project: Since feedback is so central to Management 100, students will participate in a research project led by doctoral candidate Emma Levine in collaboration with Dr. Greenhalgh. One of the goals of the project is to learn how to best guide students through the feedback process. When individuals give feedback, they often have to balance candid, honest, criticism, and kind, supportive, feedback. Many people think that honest feedback is most effective for performance, but in fact benevolence may be more important for fostering the confidence necessary for improvement. Research conducted in this spring will primarily explore how peers can give feedback to both increase group commitment and performance; a secondary exploration is the interplay between gender and feedback.

Participation in the project requires that all students will complete a short survey at the beginning and at the end of the term. Students will also complete assessments for four pieces of feedback they give and four pieces of feedback they receive. Emma Levine will assign the pairings once the groups have been formed (Pairings will be randomly assigned, with possible re-assignment to get equal gender combinations). All feedback givers will fill out a short questionnaire as they write each of their pieces of feedback. And, all feedback-receivers will fill out a short questionnaire as they read each piece of feedback. TAs will send links to surveys by way of email. Participation in the research project is part of participation in the course.

Method of Instruction: 11 sections of approximately 60 students are scheduled each year (nine in the fall; two in the spring). Attached to each section are six recitations. Your recitation determines your project team. Whether you are in lecture participating in role plays or simulations, in recitation conducting feedback sessions, or out in the field working on your project, Management 100 is highly interactive and participative. The hallmark of the course is experiential learning.

In short, Management 100 is "upside down, backwards, and high touch." The course is upside down because the project team experience is the primary text of the class, supported by readings and classroom activities and discussion. The course is backwards because you "take the test first and then study"—in other words, you go out into the community, meet with your clients, work on your projects, and then return to the classroom and reflect on what happened and on what you would do the same or differently. The course is high touch because you roll up your sleeves and complete a task, but you must also build strong relationships with each other and your client.

Team Projects: Over the course of the year, Management 100 teams complete nearly 70 field projects. In the fall, freshmen participate in community service projects, a good number supplied by the United Way; in the spring, upper level transfer and dual degree students work on consulting projects vetted by Wharton's Small Business Development Center (SBDC).

The spring consulting project is an external communications audit that entails both primary or original research and secondary research (a review of pre-existing analyses of industry trends, standards, and best practices). The completed audit includes three deliverables, identifies strengths and opportunities, and gives the client food for thought for the future:

➢ **A Portfolio Review.** Analyze the organization's current communications material in all media (print, electronic, broadcast, Internet). A portfolio review looks at issues of content, design, effectiveness, readability, and professionalism.

➢ **Competitor Research.** Explore the organization's key competitors. How are competitors communicating with stakeholders? How does the client's communication compare with others?

➢ **Voice of Customer.** Research how customers perceive the client's communications. Are current messages and distribution channels effective? Do customers understand the message(s) your client is communicating? How do customers want to be communicated with? What media and messages would be most effective?

Whether completing a service project or an external communication audit, keep in mind that successful team engagements are:

➢ **Inspiring.** Make a real contribution to the mission of your client's organization.

➢ **Challenging.** Under-promise and over-deliver on project objectives.

➢ **Achievable.** Put in the time to make your project a success. As a rule of thumb, expect to spend about twice as much time outside of class as in.

➢ **Creative.** Structure the way you execute your project but leave room for creativity.

➢ **Flexible.** Show resilience. Your project can change for reasons outside of anyone's control.

➢ **Accessible.** Make the effort to meet your client on site. Most project sites are accessible by foot, taxi, or public transportation.

➢ **Responsive.** Contact your client at least once a week by email and copy your TA.

The field projects—whether community service or consulting—provide an excellent opportunity for you to develop your skills, build a team, and contribute to the greater community.

Advisors and Consultants: Your **Management 100 TA** will facilitate your group, advise you on the scope of your project and your relationship with your client. Your TA will also give you guidance on assignments in the course. In the spring, **Project Consultants** from The Wellynn Group, LLC, will serve as an invaluable resource to you, helping you manage project scope and complete the external communication audit.

Materials: Course materials include a required course pack and two suggested texts: *Economical Writing* and *The Business Writer's Handbook.* You can purchase your course pack online at *study.net,* and you can buy the supplemental books at the University of Pennsylvania Book Store. A limited number of handouts and on-line instructional materials (including your tent card, the Hogan Career Report, and the HRDQ survey of Communication Style) will be charged to your bursar account.

Academic Integrity: During the course of the semester, you will be representing your team, the course, The Wharton School, and the University of Pennsylvania. As a representative of the University, your behavior and conduct must be exemplary. The University's code on academic integrity "prohibits acts of academic dishonesty that include cheating, plagiarism, fabrication, multiple submission, misrepresentation of academic records, facilitating academic dishonesty and gaining unfair advantage in an academic exercise." If you are unsure if an action constitutes a violation, please refer to the code and consult with your instructor: http://www.upenn.edu/academicintegrity/.

You will also need to practice good citizenship at the University and follow all policies and procedures. For example, if you are a team of freshmen planning an event on campus (holding a concert, securing artists, reserving rooms, and so on), consult the Office of Student Affairs Activity Manual http://www.vpul.upenn.edu/osa/manual/index.html.

Moreover, standards for conduct during class are high. Instructors and TAs expect you to
➢ Come to class on time and alert your instructor and TA if you need to leave early
➢ Be prepared: complete readings and survey instruments in advance of class
➢ Unless instructed otherwise, keep laptops closed and electronic devices off and out of sight
➢ Stay on top of class requirements by checking the syllabus and Canvas announcements regularly

Assessment, Evaluation & Grading: Since Management 100 is highly interactive and experiential, class attendance is required. Lateness and unexcused absences will have a negative impact on your individual performance evaluation and final grade.

Management 100 instructors set you up for success and expect you to do well as an individual student and as a project team. The course provides a lot of support—from teammates, TAs, consultants, clients, and instructors. Along the way, instructors work closely with TAs to ensure that no recitation team has an unfair advantage over another. Instructors also work closely together to make sure that grades are distributed similarly across lectures. At the end of the term, when determining percentages of letter grades within lectures, instructors take into account student performance in the context of his or her team and the class. Your final grade is a composite portrait, a collection of snapshots of individual and team performance. Keep in mind that Management 100 rewards team performance: The better your group performs on team assignments, the better you will perform as an individual. See the summary chart of assignments, evaluation, and grading below. Please note that grade books are closed once final grades are posted.

Summary of Assignments, Evaluation, and Grading						
Individual Assignments				**Team Assignments**		
Speaking	**Due Date**	**Points**		**Speaking**	**Due Date**	**Points**
First Round Status Reports	3/5			Practice Presentation	4/14 o4 4/16	25
Second Round Status Reports	3/19			Client Presentation	4/21 or 4/23	
Third Round Status Reports	3/26	20				
Fourth Round Status Reports	4/2			**Writing (Part of Team Performance)**	**Due Date**	**Points**
Fifth Round Status Reports	4/9			Draft Email/ Letter of Engagement	2/9 or 2/11	
				Final Email/ Letter of Engagement	2/12	
Writing	**Due Date**	**Points**		Draft Team Case Study	2/16 at 11:59 p.m.	
Image of Leadership Essay and Tags	1/15 at 11:59 p.m.	5		Edit Team Case Study	2/19 at 11:59 p.m.	
Performance Reviews	**Due Date**	**Points**		**Performance Reviews**	**Due Date**	**Points**
First Individual Performance Review and	2/27 at 11:59 p.m.	10		First Team Performance Review and	2/27 at 11:59 p.m.	25
Self Portrait	3/2 at 11:59 p.m.			Team Portrait	3/2 at 11:59 p.m.	
Second Individual Performance Review and	4/24 at 11:59 p.m.	15		Second Team Performance Review and	4/24 at 11:59 p.m.	
Self Portrait	4/27 at 11:59 p.m.			Team Portrait	4/27 at 11:59 p.m.	
				Class Exercises (Part of Team Performance)	**Due Date**	
				Team Image of Leadership	1/20 at 11:59 p.m.	
				Cascades	1/27 at 11:59 p.m.	
				Egg Exercise	2/3 at 11:59 p.m.	
				Character Strengths	2/5 at 11:59 p.m.	
				Team Personality Portrait	2/12 at 11:59 p.m.	
				FIRO-B	2/26 at 11:59 p.m.	
				Communication Styles	3/3 at 11:59 p.m.	
				Negotiation Styles	3/17 at 11:59 p.m.	
				Making Teams Work	3/31 at 11:59 p.m.	
				Team Management Wheel (Work Role)	4/7 at 11:59 p.m.	

Monday	Tuesday	Wednesday	Thursday	Friday
1/12	1/13	1/14 Recitations Contracting	1/15 **Welcome and Introduction to MGMT 100** *Image and essay due*	1/16
1/19 **MLK Day**	1/20 **Images of Leadership** • Maxwell and Greenhalgh, *Images of leadership* *Post team image*	1/21 Recitations Contracting	1/22 **Presentations by Prospective Clients** • Team Case, *Ten minutes to make a decision*	1/23
1/26 **Recitations** Ranking Projects	1/27 **Making Synergistic Decisions** • *Cascades* • Surowiecki, *The wisdom of crowds* *Post team results*	1/28 Recitations Ranking Projects	1/29 **Getting Started on Your Project** • Pompilio, *The real world* • Drucker, *What business can learn from non-profits* *Hogan Personality Inventory due*	1/30

Monday	Tuesday	Wednesday	Thursday	Friday
2/2 **Recitations** Meeting your Client	2/3 **Setting your Vision, Mission, Values** • Senge, *The leaders' new work* • Drucker, *What is our mission?* • Lencioni, *Make your values mean something* *Post team "eggs"*	2/4 **Recitations** Meeting your Client	2/5 **Building on your Strengths** • Seligman, *Building resilience* • Roberts, Spreitzer, Dutton, Quinn, Heaphy, and Barker, *How to play to your strengths* ***Character Strengths due:*** https://www.viame.org/survey/Account/Register ***Post team results***	2/6
2/9 **Recitations** Drafting your Email/ Letter of Engagement	2/10 **Leading Responsibly** • Bazerman and Tenbrunsel, *Ethical breakdowns* • *MGMT 100 Quandaries*	2/11 **Recitations** Drafting your Email/ Letter of Engagement	2/12 **Making the most of your Potential** • Barsade and Gibson, *Why does affect matter in organizations* • Hogan, *What we know about leadership* • Your *Hogan Personality Inventory, Career Report* ***Post team results*** ***Email/ Letter of Engagement due***	2/13

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2/16 **Recitations** Research Basics Van Pelt Library Class of '55 Conference Room (room 241) *Draft of Team Case due*	2/17 **Learning through Case Method** • Greenhalgh, *Case method teaching as science and art* • Greenhalgh, *Liberal learning through case method teaching* (work in progress) • Sample Team Cases, *Safeguards, Can't write today, You can do the typing* *HRDQ Communication Style Inventory due*	2/18 **Recitations** Research Basics Van Pelt Library Class of '55 Conference Room (room 241	2/19 **Preparing your Status Report** • Morgan, *How to become an authentic speaker* • Alley and Neeley, *A case for sentence headlines and visual evidence* *Edit of Team Case due*	2/20
2/23 **Recitations** Impromptu Speaking	2/24 **Team Consultations** • HBS Note, *Managing interpersonal feedback* ▪ Goldsmith, *Building the future: Try feedforward instead of feedback* ▪ Heen and Stone, *Find the coaching in criticism*	2/25 **Recitations** Impromptu Speaking	2/26 **FIRO-B** • What is the FIRO-B? *FIRO-B due* *Post Team Results*	2/27 *Individual and Team Performance Reviews due*

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3/2 **Recitations** Meet With Project Consultant ***Individual and Team Portraits due*** ***Status Report Rehearsals***	3/3 **Communication Styles** • Rosenzweig, *National culture and management* • *Karen Leary,* HBR Case • Your report: *What's my communication style* (HRDQ) ***Post team results***	3/4 **Recitations** Meet with Project Consultant	3/5 **First Round Status Reports**	3/6
3/9 – 3/13 **Spring Break!**				
3/16 **Recitations** Group Sculptures ***Status Report Rehearsals***	3/17 **Negotiation Styles** • Shell, *The first foundation; A note on your personal negotiation style* • Thomas and Kilmann, *Conflict mode instrument* ***Post team results***	3/18 **Recitations** Group Sculptures	3/19 **Second Round Status Reports**	3/20

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3/23 **Recitations** 360 Feedforward *Status Report Rehearsals*	3/24 **Leadership Styles** - Lorinkova, Pearsall, and Sims, *Examining the differential longitudinal performance of directive versus empowering leadership in teams* - Maxwell, *Leadership Styles* - Useem, *Introduction: The leadership moment; Eugene Kranz returns Apollo 13 to earth*	3/25 **Recitations** 360 Feedforward	3/26 **Third Round Status Reports**	3/27
3/30 **Recitations** 360 Feedforward *Status Report Rehearsals*	3/31 **Making Teams Work** - Katzenbach and Smith, *The discipline of teams* - Wetlaufer, *The team that wasn't* - Greenhalgh and Myers, *Making teams work* *Post team results*	4/1 **Recitations** 360 Feedforward	4/2 **Fourth Round Status Reports**	4/3

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4/6 **Recitations** 360 Feedforward ***Status Report Rehearsals***	4/7 **High Performance Teams** • McCann and Margerison, *High-performance teams* ***Post team results***	4/8 **Recitations** 360 Feedforward	4/9 **Fifth Round Status Reports**	4/10
4/13 **Recitations** Presentation Preparation	4/14 **Practice Presentation**	4/15 **Recitations** Presentation Preparation	4/16 **Practice Presentation**	4/17
4/20 **Recitations** Presentation Preparation ***Rehearsals***	4/21 **Client Presentation**	4/22 **Recitations** Presentation Preparation ***Rehearsals***	4/23 **Client Presentation**	4/24
4/27 **Recitations** Wrap Up	4/28 **Review and Evaluation** • Wrzensniewski and Dutton, *Crafting a job: Revisioning employees as active crafters of their work*	4/29 **Recitations** Wrap Up	12/4	12/5

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